

## Preschool/School-Age Activity Plan Form

*Use this form to complete each of the plans for preschool and school-age children. Highlight the age it is intended for, and the type of activity.*

Activity Type	Individual	Small group	Large group
Activity Title			
Materials for the Activity			
What preparation or clean up is needed, and who will do it and when?			
Location & timing of activity: Where and when? - outside, art area, group area, block center, etc.			
<b>How do they fit the interests and skills of children you observed?</b>			
Goals and Objectives (Include Learning Domains and what you want the child to be able to do and learn.)	Example: Refer to Goals & Objectives on page 530 in Creative Curriculum text		
Introduction of Activity: How are you going to capture the children's attention? Props, song, finger play, special box or bag?			
Procedures for Conducting the Activity (This should read like a <i>recipe</i> and like a <i>script</i> . <b>Include what you will do and say – not just directions for the activity, but how you will support learning and discovery.</b> )	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.		
Safety or Guidance Needs (All children need guidance – what difficulties or issues may arise and how might you deal with them? What might you do to keep the activity safe? Think about the materials you are working with.)			
Adaptations for 1-2 particular Developmental Differences/ Special Needs	Consider how you might adapt this activity for children with different special needs (hearing or visually impaired, a delay in motor, cognitive or language skills, ADHD, autism, etc.)		
Conclusion: How will you end the activity & reinforce the learning?			

Transition to next activity: What will you do to help children move into another activity:	Consider transition techniques that match this activity and help children move to the next activity.
Ways this activity involves family input or traditions – and is culturally sensitive.	Consider how the activity supports acceptance of diversity, reflects cultural or family differences, or how it represents diverse perspectives.
How does this activity align with Wis. Model Early Learning Standards? (Identify the domains and 3-5 performance standards that relate to the activity.)	List the name and number of each performance standard that is addressed with this activity. (For example, III.A.EL.2 Listens & responds to communication with others)

### Scoring Guide

Criteria	Teacher Rating
Activity title and materials are included	Yes 1 No 0
Preparation and clean up is appropriate	Yes 1 No 0
Location and timing of activity are included and appropriate	Yes 1 No 0
Goals & objectives of activity are included & based on observations	Yes 2 1 No 0
Activity is developmentally appropriate and based on observed interests of children	Yes 2 1 No 0
Appropriate introduction of activity is included	Yes 1 No 0
Appropriate and clear procedures for activity are included, and identify teacher comments, prompts and explanations	Yes 2 1 No 0
Teacher strategies described in procedure include appropriate balance between adult supported and child-directed learning and support identified goals	Yes 2 1 No 0
Considerations for safety and guidance are included	Yes 2 1 No 0
Appropriate adaptations for special needs are included	Yes 2 1 No 0
Appropriate conclusion & transition strategies are included	Yes 2 1 No 0
Explanation of how activity respects family input and traditions and is culturally sensitive is included and appropriate	Yes 2 1 No 0
Activity is aligned with WMELS	Yes 2 1 No 0
Self assessment is completed and included with the assignment	Yes 2 1 No 0
Assignment is submitted on time <i>More points may be deducted for very late work</i>	Yes 1 No 0
Total points ____/25	